malaysia

Malay

Language Guide

July 2015
Malay 1.2
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Malay
Recommended Grammar Sequence

Table of Contents by Function **3**

Introductory Materials **5**

Missionary Tasks

Introductions 20
Give a Simple Overview 22
Offer a Prayer (Berdoa) 24
Bear Testimony (Bersaksi) 26
Extend An Invitation (Menjemput) 28
Share A Scripture (Kongsi Tulisan Suci) 30
Share an Experience (Kongsi Pengalaman) 32

Grammar Principles

Conceptual Practice: Adjective and Possessive 34
Adjectives Word Order 36
Possessive Word Order 38
Conceptual Practice: Expressing Time 40
Conceptual Practice: Transitive and Intransitive Verbs 43
Ber- Prefix (Intransitive Verbs from Verb Roots) 44
Ber- Prefix (Intransitive Verbs from Noun Roots) 46
Simple Verbs 48
Meng- Prefix 50
Conceptual Practice: Active and Passive Voice 53
Di- Prefix 54
–kan Suffix (Transitive Verbs) 56
–kan Suffix (Intransitive Verbs to Transitive Verbs) 57
-kan Suffix (Causative Verbs) 58
-i Suffix 60
Possession (Ada, Mempunyai, Memiliki) 62
-an Suffix (Creating Nouns) 64
Ke--an Circumfix 66
Peng- Prefix 68
Conceptual Practice: Verbal Nouns 71
Peng--an Circumfix (Process of an Action) 72
Per--an Circumfix (Result of an Action) 74
Equational Sentences (Invisible “is”) 76
Conceptual Practice: Different forms of *That* 79
Ter- Prefix (Adjectives) and Superlatives 80
Ter- Prefix (Accidental Verbs and Completed Actions) 82
Se- Prefix (Numerical Classifiers) 84
Telling Time and Day of the Week 86
Expressing Days and Months 88

Asking about and describing actions and events

-an Suffix (Creating Nouns) 64
Ber- Prefix (Intransitive Verbs from Verb Roots)..... 44
Di- Prefix 54
-i Suffix 60
-kan Suffix (Causative Verbs) 58
–kan Suffix (Transitive Verbs)..... 56
Meng- Prefix..... 50
Per--an Circumfix (Result of an Action) 74
Se- Prefix (Numerical Classifiers) 84
Ter- Prefix (Accidental Verbs and Completed Actions)..... 82

Asking about and describing objects, people, and their characteristics

Adjectives Word Order..... 36
Equational Sentences (Invisible “is”)..... 76
Peng--an Circumfix (Process of an Action)..... 72
Peng- Prefix 68
Ter- Prefix (Adjectives) and Superlatives..... 80

Asking about and expressing desire, need, preference, ability, intention, or purpose

Ber- Prefix (Intransitive Verbs from Noun Roots)..... 46
Simple Verbs..... 48

Asking about and expressing possession and ownership

Possession (Ada, Mempunyai, Memiliki) 62
Possessive Word Order 38

Asking and answering questions of contrasting attitudes, emotions, and feelings

Ke--an Circumfix 66

Asking and answering questions of time, date, and location

Expressing Days and Months 88
Telling Time and Day of the Week..... 86

MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

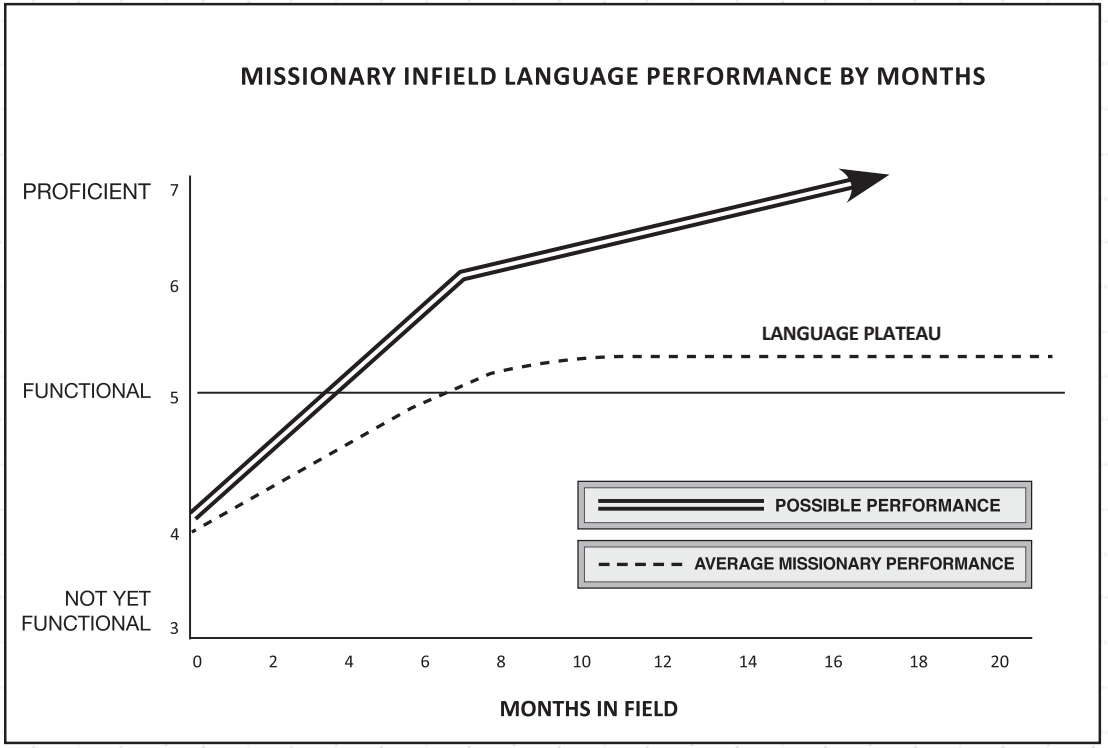
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



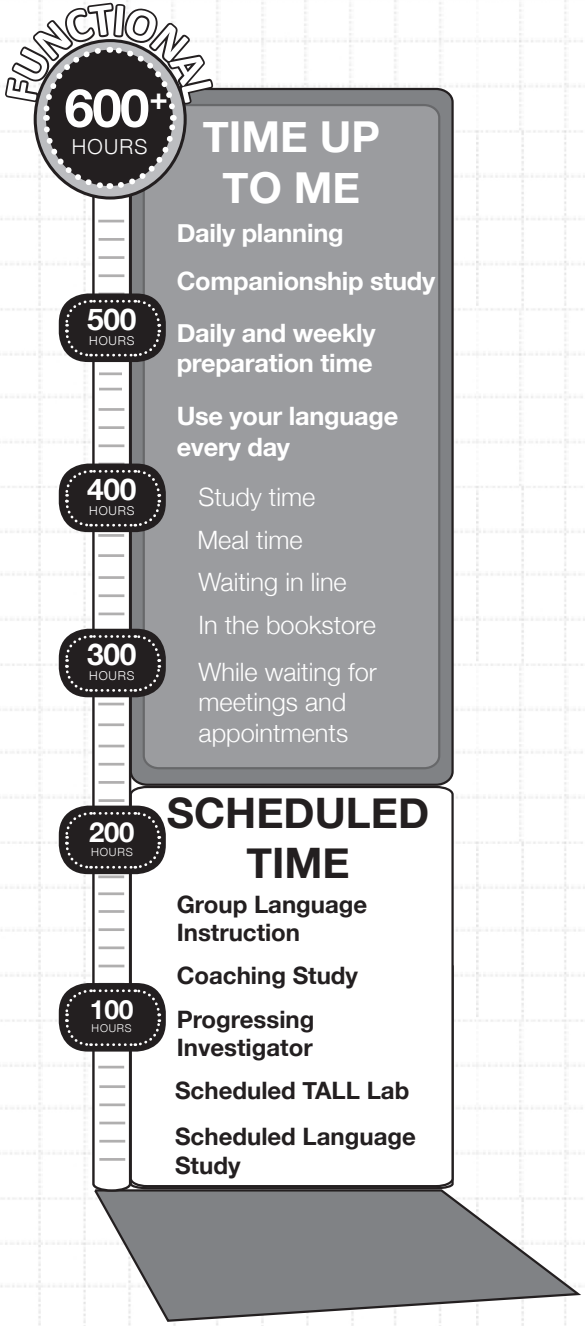
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

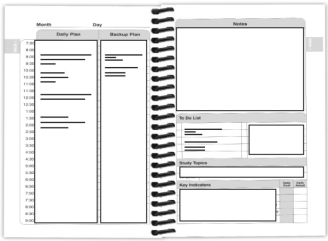
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month January Day 15 Tuesday

	Daily Plan	Backup Plan
7:00	Breakfast/add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary St.	Error correction & suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class ~ Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		Use what I studied
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional Study	Comp. Language Quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

WEEK 3

Notes

New Words
Molitva
Bog
Vjera

WEEK 3

To Do List

- Correct 20+ Errors
- Memorize: 1 Scripture, 15 words, & 6 phrases

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

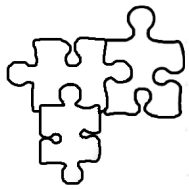
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

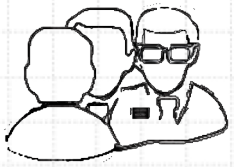


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

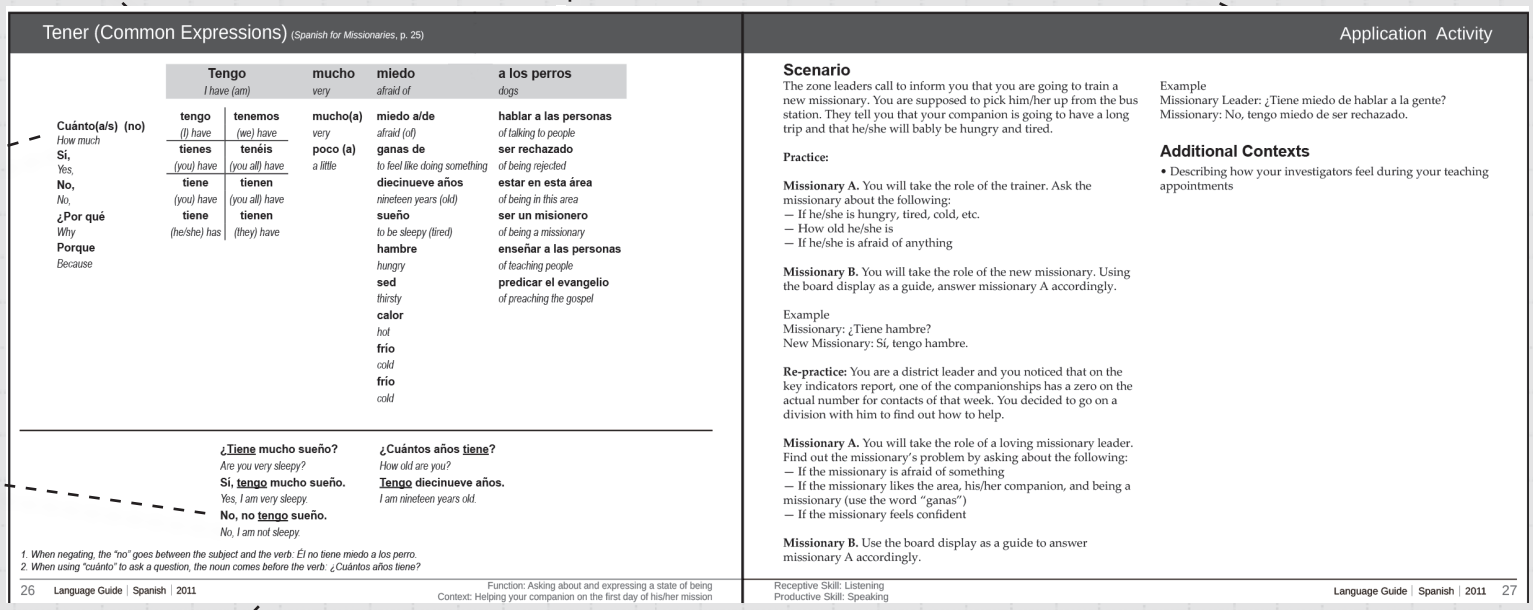
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

26 Language Guide | Spanish | 2011

Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

Language Guide | Spanish | 2011 27

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

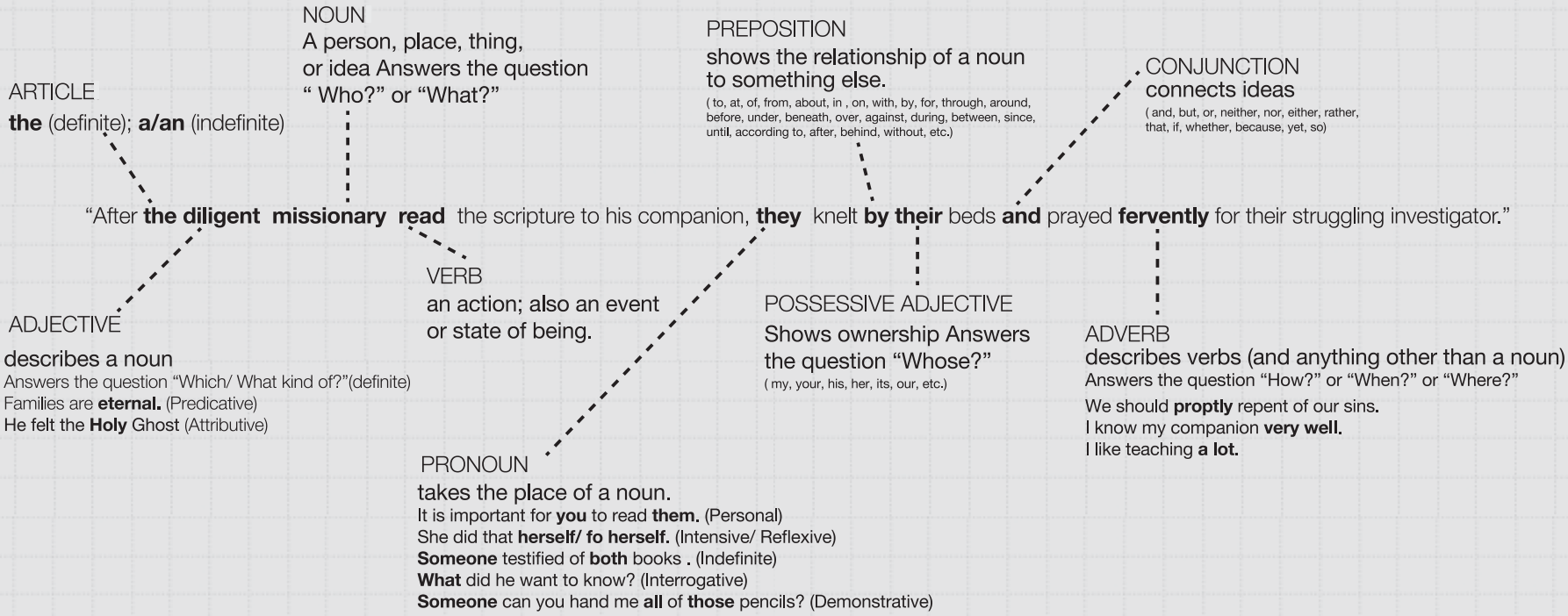
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Nouns	
hari	*day*
pagi	*morning*
tengah hari	*afternoon*
petang	*evening*
malam	*night*
rakan	*companion*
abang	*older brother*
kakak	*older sister*
adik lelaki	*younger brother*
adik perempuan	*younger sister*
keluarga	*family*
anak	*child/children*

Pronouns	
saya	*I*
kamu	*you*
dia	*he/she*
kita	*we (inclusive)*
kami	*we (exclusive)*
mereka	*they/them*

Verbs	
ada	*to have*
mahu	*to want*
pergi	*to go*
beritahu	*to tell*

Prepositions	
tentang	*about*
sebelum	*before*
untuk	*for*
dengan	*with*
tanpa	*without*
sampai	*until*
ke	*to (a location)*

Numbers	
satu	*one*
dua	*two*
tiga	*three*
empat	*four*
lima	*five*
enam	*six*
tujuh	*seven*
lapan	*eight*
sembilan	*nine*

Grammar Help:

The words for "we" are *kita* and *kami*. When using *kita*, that means you are including everyone you are talking to. When using *kami*, you are excluding someone in the conversation (for example when only referring to you and your companion). Kami is the "we" used in prayer.

When asking a yes or no question you can use the word *adakah* or intonate the end of the sentence like a question asked in English. The examples on the following page require question intonation.

Practice:

Introduce yourself in Malay to three missionaries in your district. Have your companion practice translating for you as you introduce yourself.

Greetings	Conversation	Response	Salutation
Selamat Petang *Good evening*	Apa Khabar? *How are you?*	Baik/Bagus *Good*	Jumpa lagi *Goodbye/See you later*

Subject	Noun Phrase
Siapa *who (what)*	nama kamu? *your name*
Nama saya *My name (is)* Nama mereka *Their names (are)* Nama dia *His/Her name (is)* Nama kami *Our names (are)*	*state the name or names of people you are referencing*
This/These	**Noun Phrase**
Ini (Itu) *This is/Thes are (That is)*	rakan saya. *my companion(s).*

Question	
Kamu pergi mana (di misi kamu)? *Where are you going (on your mission)?*	
Going To	**Noun**
Saya pergi ke *I am going to* Kami pergi ke *We are going to*	Singapura. *Singapore.* Malaysia. *Malaysia.*

Comm. Verb	Pronoun	Prep.	Object
Beritahu *Tell (command)*	kami *us* saya *me*	tentang *about*	diri kamu. *yourself.* keluarga kamu. *your family.*

Question	
Kamu dari mana? *Where are you from?*	
I Am From	**Noun**
Saya dari *I am from*	Amerika. *America.* (Negeri) Utah. *(the state of) Utah.*

Do You Have	Noun
Kamu ada *You have* *(Do you have)*	keluarga? *a family?* adik-beradik? *siblings* anak? *children?*

I Have	Numbers	Noun
Saya ada *I have*	satu *one* dua *two* tiga *three*	keluarga. *a family.* abang. *older brother.* kakak. *older sister.* adik. *younger siblings.*

I Don't Have	Noun
Saya tidak ada *I don't have*	keluarga. *a family.* abang. *older brother.* kakak. *older sister.* adik. *younger siblings.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
sayang	*to love*
tahu	*to know (knowledge)*
kenal	*to know (someone)*
dengar	*to hear*
ajar	*to teach*
mahu	*to want*
beri	*to give*
hantar	*to send*
cari	*to search*
Interrogative Pronouns	
apa	*what*
siapa	*who*
kenapa	*why*
Adjectives	
penting	*important*
gembira	*happy*
Pronouns	
saya	*me*
kami	*us (exclusive)*
kita	*us (inclusive)*
kamu	*you*
mereka	*they/them*
dia	*he/she*
semua orang	*everyone*

Nouns	
firman	*word (word of God)*
nabi	*prophet*
mubaligh	*missionary*
Tuhan	*God*
Kristus	*Christ*
kegembiraan	*happiness*
iman	*faith*
Kitab Mormon	*The Book of Mormon*
rancangan	*plan*
Alkitab	*Bible*
rasul	*apostle*
kebenaran	*truth*
pengampunan	*repentance*
Rancangan Penyelematan	*Plan of Salvation*
kehidupan	*life*
tujuan	*purpose*
wakil	*representative*

Prepositions	
di	*in*
dalam	*inside*
untuk/bagi	*for*
kerana/sebab*	*because*
juga	*also*
dan	*and*
kepada	*to (a person)*

Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought provoking questions, and providing a few simple statements of truth.

Grammar Help:

Word order is the same as used in English. The only time word order is different is to show possesion or when describing an object. For example, when saying “this is my chair” you will say “this chair mine (Ini kerusi saya).” This concept will be discussed later on in the guide.

Additional Practice:
Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

*Note: Kerana is a more formal way of saying because, whereas sebab is more colloquial.

Pronoun	Noun Phrase	
Kami *We* Kita *We*	mubaligh *missionaries* wakil *representatives* anak *children*	Tuhan. *of the Lord.* Tuhan. *of God.* Yesus Kristus. *of Jesus Christ.*

Question	Noun
Bagi kamu, siapa *For you, who is* Bagi kamu, apa maksud *For you, what is the meaning of*	Tuhan? *God?* Yesus Kristus? *Jesus Christ?* kegembiraan? *happiness?* firman Tuhan? *the word of God?*

Why	is ___ important	For You
Kenapa *Why*	keluarga penting *family important* iman penting *faith important* Yesus Kristus penting *Jesus Christ important* ini penting *this important*	bagi kamu? *for you?*

Subject	Verb	Noun Phrase
Tuhan *God* Yesus Kristus *Jesus Christ*	sayang *loves* jaga *looks after* kenal *knows* dengar *listens*	kita. *us.* kamu. *you.* keluarga kamu. *your family.* semua orang. *everyone.*

Connecting Ideas

dan
and
sebab
because
juga
also

Subject	Verb	Noun	Noun Phrase
Tuhan *God* Dia *He*	beri *gave/gives* hantar *sent*	Yesus Kristus *Jesus Christ* nabi *prophets* keluarga *family* Kitab Mormon *the Book of Mormon* rancangan *a plan*	kepada kita. *to us.* kepada kamu. *to you.* kepada semua orang. *to everyone.* ke bumi *to the earth*

Subject	Verb	Noun	Noun Phrase
Yesus Kristus *Jesus Christ* Kitab Mormon *Book of Mormon* Dia *He* Kami *We* Nabi *Prophets*	ajar *teach/teaches*	kita *us* kamu *you* keluarga kamu *your family* semua orang *everyone*	tentang iman. *about faith.* tentang pengampunan. *about repentance.* tentang Rancangan Penyelamatan. *about The Plan of Happiness.* tentang kebenaran. *about truth.* tentang firman Tuhan. *about the word of God.*

You	Verb	Noun Phrase
*Kamu *You*	mahu *want* cari *searching for*	pengampunan? *forgiveness?* iman dalam Tuhan? *faith in God?* keluarga kamu gembira? *your family to be happy?* kebenaran? *truth?* tujuan dalam kehidupan? *purpose in life?*

**Note: The word adakah can be added before kamu to indicate a yes/no question as in "adakah kamu mahu pengampunan?"*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Bapa	*Father*
Roh Kudus	*Holy Ghost*
Injil	*Gospel*
penyelidik	*investigator*
bantuan	*help*
kekuatan	*strength*
bahasa	*language*
doa	*prayer*
keinginan	*desire*
Karunia Bahasa	*Gift of Tongues*
Adjectives	
Syurgawi	*Heavenly*
Expressions	
tolong	*please*

Verbs	
bersyukur/berterima kasih	*to thank, to be grateful*
minta	*to ask (request)*
bantu	*to help*
ubah	*to change*
faham	*to understand*
boleh/dapat	*can/to be able to*
ada	*to have*
bertaubat	*to repent*
dibaptis	*to be baptized*
belajar	*to learn*
memberkati	*to bless*
Prepositions	
bagi/untuk	*for*
Conjunction	
agar	*so that*

Review:

Pray in Malay today in your companionship study as well as one other time during the day.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your Vocabulary and Phrases Malay Book. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

Name	Poss. Pronoun
Bapa Syurgawi *Heavenly Father*	kami, *our,* saya, *my,*

Pronoun	Verb	Pronoun	For	Noun
Saya *I*	bersyukur *am thankful*	kepada Engkau *to Thee*	untuk/bagi *for*	Keluarga *Family* Injil *the gospel* Roh Kudus *the Holy Ghost* bantuan Engkau *Thy help*
Kami *We*	bersyukur *are thankful*			

Pronoun	Ask	Pronoun	To Help	Noun	Verb
Saya *I*	minta *ask*	engkau *Thee*	bantu *to help*	saya *to me* kami *to us* penyelidik *to the investigator*	faham. *to understand.* ubah. *to change.*
Kami *We*	minta *ask*				

Please	Bless	Pronoun	Noun
Tolong *Please*	memberkati *bless*	kami *us* saya *me* dia *him / her* mereka *them*	dengan Roh Kudus.(,) *with the Holy Ghost.(,)* dengan keinginan.(,) *with desire.(,)* dengan kekuatan.(,) *with strength.(,)* dengan Karunia Bahasa.(,) *with the gift of tongues.(,)*

So That	Pronoun	Verb	Verb
agar *so that*	saya *I* dia *he / she*	boleh *can*	ada iman. *to have faith.* bertaubat. *to repent.*
	kami *we* mereka *they*	boleh *can*	diajar. *to be taught.* belajar bahasa. *to learn the language.*

In	the name	of Jesus Christ	Amen
Dalam *In*	nama *name*	Yesus Kristus, *Jesus Christ,*	Amin. *Amen.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Juruselamat	*Savior*
penyembuhan	*healing*
kesakitan	*pain*
kematian	*death*
beban	*burden*
penderitaan	*suffering*
perasaan	*feelings*
belas kasihan	*mercy*
Korban Tebusan	*The Atonement*
percubaan	*trial*
tulisan suci	*scripture*
dosa	*sin*
pengampunan	*forgiveness*
kedamaian	*peace*
pertaubatan	*repentance*

Verbs	
bergantung	*to rely on*
percaya	*to believe*
mengalami	*to experience*
mengatasi	*to overcome*
bertahan	*to endure*
rasa	*to feel*
terima	*to receive*
Prepositions	
melalui	*through*
pada	*on (abstract)*
Connectors	
sebab itu	*that is why*
oleh itu	*therefore*

Review:

Immediate Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the Atonement has helped you in your life.

Grammar Help:

The word boleh means “can” or “to be able to.” It is also used to answer questions in the affirmative. For example: “Bolehkah kamu makan?” The person being asked would answer “Boleh” if they can eat.

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using the different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

I Know	That	Subject	Noun Phrase
Saya tahu, *I know,*		Bapa Syurgawi *Heavenly Father*	Juruselamat kita. *our Savior.*
Kami tahu, *We know,*	bahawa *that*	Yesus Kristus *Jesus Christ*	berbelas kasihan. *merciful.*
Kamu tahu, *You know,*			mengasihi kita. *loves us*

Through	Subject	Able To	Verb	Noun
	Roh Kudus, *the Holy Ghost,*	saya boleh *I am able*	*rasa* *to feel*	kedamaian. *peace.*
Melalui *Through*	pengorbanan Kristus *the sacrifice of Christ,*	kita boleh *we are able*	terima *to receive*	penyembuhan. *healing.*
	tulisan suci, *the scriptures,*	kamu boleh *you are able*		pengampunan. *forgiveness.*

Subject	Verb	Noun Phrase	
Yesus Kristus *Jesus Christ*	rasa *felt*	kesakitan *pain*	kematian. *of death.*
Juruselamat *The Savior*	mengalami *experienced*	beban *burden*	dosa kita. *of our sins.*
	mengatasi *overcame*	hukuman *punishment*	

Connecting Sentences

sebab itu
that is why

Able To	Verb	Noun
saya boleh *I am able*	bergantung pada *to rely upon*	ajaran dia. *His teachings.*
kita boleh *We are able*	percaya dalam *to believe in*	belas kasihan dia. *His mercy.*
kamu boleh *You are able*		Dia. *Him.*

Through	Subject	Able To	Verb	Noun
	Yesus Kristus, *Jesus Christ,*	saya boleh *I am able*	mengatasi *to overcome*	dosa. *sin.*
Melalui *Through*	pertaubatan, *repentance,*	kamu boleh *you are able*	bertahan *to endure*	percubaan. *trials.*
		dia boleh *he / she is able*		penderitaan. *suffering.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
dibersihkan	*to be cleansed*
terus menurus	*to continue*
capai	*to attain (acheive)*
cari	*to find*
berdoa	*to pray*
baca	*to read*
terima	*to receive*
Nouns	
pembaptisan	*baptism*
jawapan	*answer*
Cause And Effect	
kalau...kemudian	*If...then*
bila...kemudian	*When...then*

Indicators of Time	
sekarang	*now*
hari ini	*today*
semalam	*yesterday*
besok	*tomorrow*
minggu	*week*
Days of the Week	
Hari Isnin	*Monday*
Hari Selasa	*Tuesday*
Hari Rabu	*Wednesday*
Hari Khamis	*Thursday*
Hari Jumaat	*Friday*
Hari Sabtu	*Saturday*
Hari Minggu	*Sunday*

Review:

Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

It is not possible to determine when an action has taken place in Malay without additional context. “I have gone,” “I am going,” and “I will go” are all translated as “Saya pergi.” The speaker has to make the time of the situation clear. When you need to make a phrase past tense, use the word sudah, which means already, as you follow up with investigators about keeping commitments. When you need to talk about something in the future, use the word akan, which means “will.”

Additional Practice:

Following up with investigators is essential to their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Will You	Invitation
Bolehkah kamu *Will you*	baca Kitab Mormon? *read the Book of Mormon?* berdoa tentang pembaptisan? *pray about baptism?* pergi ke gereja? *go to church?* dibaptis? *be baptized?*

If	You	Invitation	Able to	Verb	Noun
Kalau *If*	kamu *you*	baca Kitab Mormon, *read the Book of Mormon,* berdoa, *pray,* pergi ke gereja, *go to church,* dibaptis, *be baptized,* bertaubat, *repent*	kamu boleh *you will be able to*	terima *receive* cari *find* tahu *know* rasa feel	jawapan. answers. iman. *faith.* pengampunan. *forgiveness.* kebenaran. *truth.* kasih sayang. *love.*

At What Time

sekarang
right now
hari ini
today
semalam
yesterday
besok
tomorrow
pada hari minggu
on Sunday
sepanjang minggu ini
through this week
sepanjang tiga minggu
through three weeks

When	Verb	Subject	Will Help	Pronoun	Verb
Bila *When*	Kamu percaya *you believe* kamu bertaubat *you repent* kamu dibaptis *you are baptized* kamu berdoa *you pray*	Yesus Kristus *Jesus Christ* Roh Kudus *The Holy Ghost* Tuhan *God*	akan bantu *will help*	kamu *you*	dibersihkan. *to be cleansed.* ubah. *to change.* terus menurus. *to move forward.*

Pronoun	Past (using sudah)
Kamu *You*	sudah baca Kitab Mormon(?) *already read the Book of Mormon(?)* sudah berdoa tentang pembaptisan(?) *already pray about baptism(?)* sudah pergi ke gereja(?) *already go to church(?)*

Question	Pronoun	Verb
Macam mana *How*	Kamu *You*	rasa? *feel?*
Apa *What*		faham? *understand?*

**Note: These words can be used for all sentences on this page, and would be put in the same position as an english sentence.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
ayat	*verse*
petikan	*passage*
bab	*chapter*
buku	*book*
jawapan	*answer*
fikiran	*thought*
hati	*heart*
niat	*intent*
benar	*true*
soalan	*question*
keraguan	*doubt*
contoh	*example*
bimbingan	*guidance*
maksud	*meaning*

Expression	
agar	*in order to*
Verbs	
fikir	*to think*
guna	*to use*
ingin	*to desire*
menjadi	*to become*
tanya	*to ask*
Adjective	
ikhlas	*sincere*
rendah hati	*humble*
taat	*obedient*

Review:

Immediate Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passage by giving a brief background, giving the reference, and finally, create questions that help the investigator apply the verse to their lives.

Grammar Help:

Please pay close attention to the word used for “through” in the context of reading a scripture. The word *sampai* is a conjunction in this context whereas *melalui* is a preposition. *Sampai* is the proper word to use as you are using it to combine two verses to be read in the scriptures.

Additional Practice:
Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries.

Will	You Read	Noun	Prep.	Noun
Bolehkah *Can*	kamu baca *you read*	ayat *verse* petikan *passage*	tentang *about*	iman. *faith.* Roh Kudus. *the Holy Ghost.*

Please	Verb	Chapter	Prep.	Noun
Tolong *Please*	baca *read*	bab sepuluh *chapter ten*	dalam *in*	Moroni. *Moroni.*

Verse	Prep.	Noun
ayat tiga *verse three*	sampai *until*	ayat lima. *verse five.*

How can…	Verb	Noun
Macam mana kamu boleh *How can you*	terima *to receive*	jawapan? *an answer?*
Macam mana kita boleh *How can we*	dapat *to obtain*	bimbingan? *guidance?*

What means	Noun Phrase
Apa maksud *What is the meaning of*	hati yang ikhlas? *a sincere heart?*

Question Phrase	Verb	Instr. Adj.
Macam mana kamu boleh *How you can* Macam mana kita boleh *How we can*	menjadi *become*	gembira? *happy?* rendah hati? *humble?* patuh? *obedient?*

Question Phrase	Verb	About	Acc. Noun
Macam mana kamu boleh *How can you* Macam mana kita boleh *How can we* Macam mana kamu *How does this*	dapat *to obtain* ajar *to teach* rasa *to feel*	(tentang) *(about)*	iman dalam Kristus? *faith in Christ(?)* pertaubatan? *repentance?* petikan ini? *this passage?* contoh ini? *this example?*

Do	You Have	Noun
Adakah *Do*	kamu ada *you have*	soalan? *questions?* keraguan? *doubts?* fikiran? *thoughts?*

What Else	Pronoun	Want	Verb
Apa lagi *What else*	kamu *you*	mahu *want*	tanya? *to ask?* bincang? *to discuss?* cari tahu? *to find out?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
cari	*to look for (seek)*
memutus	*to decide*
mula	*to begin*
hadir	*to attend*
bimbing	*to guide*
dengar	*to listen (hear)*
jawab	*to answer*
mahu	*to want*
Adjectives	
benar	*true*
asing	*separate*
jasmani	*physical*

Nouns	
tubuh badan	*body*
janji	*promise(s)*
Joseph Smith	*Joseph Smith*
Transitions	
agar	*so that*
selepas itu	*after that*
sebab itu	*because of that*
sebelum itu	*before that*

Review:

Immediate Review:

Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can gain a personal testimony.

Additional Practice:
Practice telling the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Bear Testimony task, bear your personal testimony of the First Vision.

Subject	Verb	Inf. Verb	If There Is	Noun Phrase
Joseph Smith *Joseph Smith* Saya *I*	mahu *wanted* ingin *desired*	tahu *to know* cari tahu *to find out*	kalau ada *if there is*	gereja yang benar. *true church.* Tuhan. *God.* pertaubatan akan dosa. *forgiveness of sins.*

Subject	Verb	Noun Phrase
Dia *He* Saya *I*	memutus *decided* mula *began*	berdoa kepada Tuhan. *to pray to God.* belajar dari Alkitab. *to study the Bible.* hadir gereja. *to attened church.*

Subject	Verb	Noun
Tuhan *God* Yesus *Jesus* Roh Kudus *The Spirit*	jawab *answered* dengar *heard*	Joseph. *Joseph.* saya. *me.*

Subject	Verb	God	Phrase
Dia *He* Saya *I*	cari tahu bahawa *found out that*	Tuhan *God*	dan Yesus adalah makhluk yang asing. *and Jesus are separate beings.* ada tubuh badan jasmani. *has a physical body.* jawab doa. *answers prayers.*

Make Paragraphs

Agar
so
Sebab itu
Because of that
Sebelum itu
Before that
Selepas itu
After that

Subject/Verb	Verb	That	Noun	Verb	Noun Phrase
Dia *He* Saya *I*	(tidak) cari tahu *(did not) found out* (tidak) faham *(did not) understood*	bahawa *that*	Tuhan *God* Yesus Kristus *Jesus Christ*	dengar *hears* bimbing *guides* memberkati *blesses* menyembuhkan *heals*	anak Dia. *His children.* saya. *me.* kita. *us.* kamu. *you.*
Kamu boleh *You can*	faham *to understand* cari tahu *to find out*				

Conceptual Practice: Adjective and Possessive

- Jesus Christ is our Redeemer. -_____
- God is our Heavenly Father. -_____
- We are His children. -_____
- Joseph Smith restored Jesus Christ's Gospel. -_____
- This is the true church. -_____
- The prophets are righteous men. -_____
- Missionary work is a great calling. -_____
- Christ was a humble example. -_____
- He lived a perfect life. -_____
- He suffered for our sins. -_____
- He wants us to have eternal life. -_____
- We must follow His example. -_____
- Jesus healed blind men and made lame men walk. -_____
- We must be hard workers. -_____
- My faith is in Christ. -_____
- Christ is the head of our church. -_____

Conceptual Practice: Adjective and Possessive

This conceptual practice will give you the opportunity to practice describing nouns with adjectives and possessives in Malay. The English translations are also included on the left. In English an adjective or posession usually precedes the noun it describes. In Malay, adjectives and possessives follow the noun they describe. Read the Malay sentence below and rearrange the word order to the proper Malay sentence structure. For example: “Ini Yesus Kristus Injil” would be changed to “Ini Injil Yesus Kristus.” (This can also be done using the English sentences with Malay grammar.) On the following lines change the sentences to proper Malay grammar:

- Yesus Kristus kita penebus. -_____
- Tuhan kita Syurgawi Bapa. -_____
- Kita Dia anak. -_____
- Joseph Smith memulihkan Yesus Kristus Injil. -_____
- Ini benar gereja. -_____
- Nabi soleh orang. -_____
- Mubaligh kerja hebat panggilan. -_____
- Kristus rendah hati teladan. -_____
- Dia hidup sempurna kehidupan. -_____
- Dia menderita kita dosa. -_____
- Dia mahu kita ada kekal kehidupan. -_____
- Kita mesti ikut Dia teladan. -_____
- Yesus menyembuhkan buta lelaki dan lumpuh lelaki jalan. -_____
- Kita mesti menjadi keras pekerja. -_____
- Saya iman dalam Kristus. -_____
- Kristus ketua kita gereja. -_____

Adjectives Word Order

Ya,
Yes,

Tidak,
No (negates adj. and verbs)

Bukan,
Not (negates nouns)

(Adakah...?)
(Do/Did/Have…?)
(yes or no question marker)

	Saya *I*	**ada** *have*	**keluarga** *family*	**kecil.** *small.*
Saya *I*	**Kami** *(Exclusive)* **Kita** *(Inclusive)* *We*	**jumpa** *met* **kenal** *know (a person)*	**bapa** *father* **ibu** *mother* **adik** *younger sibling* **kakak** *older sister* **abang** *older brother* **adik-beradik** *siblings (including self)*	**saya, kamu, etc.** *my, your, etc. (shows possession)* **besar** *big* **kecil** *small* **baik** *good* **bagus** *very good* **lucu** *funny* **mesra** *friendly*
Kamu *You*	**Kamu semua** *All of you*			
Dia *He/She*	**Mereka** *They*			

Kamu ada keluarga besar?
Do you have a big family?
Ya, saya ada keluarga besar.
Yes, I have a big family.
Tidak, saya ada keluarga kecil.
No, I have a small familyw.

**Note: The last word is emphasized more when there are two adjectives for the same noun, or when there is an adjective and showing possession for the same noun.*

Function: Asking about and describing objects, people, and their characteristics
Context: Talking about Family

Scenario

You and your companion have an appointment to teach a new investigator today, whom you met once before. When you arrive at the investigator's home, you find someone there, but it is not the same person you met the other day. He/she quickly informs you that he/she is a friend of the resident, and that the resident whom you had an appointment with had to work unexpectedly and will not be home until later.

1. Practice: In pairs, with one missionary as the friend, introduce yourselves, ask about his/her family, and talk about your own families. Your teacher may also participate as the friend.

2. Re-practice: Now that you have found out more about his/her family and become more acquainted with him/her, you should explain that you teach about Christ and invite the person to church. You will then describe the church building (think about what your home church looks like). Also, ask the person if you can meet with him/her again, and the person should describe his/her house or apartment.

Additional Scenario(s)

You just finished teaching a lesson to one of your recent converts. You ask him/her if he has any friends, family, or neighbors who would be interested in learning about the gospel. He tells you about the family who lives next door to him. Take turns being the investigator and describe the family that lives next door to you.

Possessive Word Order

Ya,
Yes,

Tidak,
No (negates adj. and verbs)

Bukan,
Not (negates nouns)

(Adakah...?)
(Do/Did/Have…?) (yes or no question marker)

Ini *This (is)*		**gereja** *church*	**Yesus Kristus.** *Jesus Christ.*
Itu *That/Those*	**(bukan)** *(negates nouns)*	**rumah** *house* **buku** *book* **kepercayaan** *belief* **kawan** *friend* **kesaksian** *testimony* **keluarga** *family* **adik-beradik** *siblings (including self)*	**saya.** *my/mine.* **kamu.** *your.* **mereka.** *their.* **kami.** *our (exclusive).* **kita.** *our (inclusive).*

Adakah ini rumah kamu?
Is this your house?
Ya, ini rumah saya.
Yes, this is my house.
Bukan, ini rumah adik saya.
No, that is my little brother's house.

Adakah itu buku mereka?
Is that their book?
Ya, itu buku mereka.
Yes, that is their book.
Bukan, itu buku saya.
No, that is my book.

Function: Asking about and expressing possession and ownership
Context: Getting to know someone and their beliefs

Scenario

You and your companion are meeting with a new investigator today. You each have pictures of your family in front of your house. Your investigators love to see and hear about your family.

1. Practice: Using a picture that you have or pretending that you have one, describe your family and your house. Also talk about how the Gospel has helped your family even though not all might be members of the church.

2. Re-practice: Now get to know your investigator by asking questions about their family. How many siblings do they have? What do they believe? Ask to see a picture if they have one.

Additional Scenario(s)

Ask your companion in Malay about his family, interests and what he or she enjoys. Ask where they live and have them show you a picture of their family or others pictures they might have.

Pronouns		Verbs	
saya	I	*makan*	to eat
kamu	you	*baca*	to read
dia	he/she	*pulang*	to return
kita	we (inclusive)	*pergi (ke)*	to go (to)
kami	we (exclusive)	*belajar*	to learn
mereka	they/them		
Aspect		**Nouns**	
sudah	already	*nasi*	rice
akan	will	*jalan*	road/path
tadi	just barely	*rumah*	house
belum	not yet	*gereja*	church
dahulu (dulu)	previously		

Review:

Immediate Review:

The purpose of this activity is to help you understand how to make phrases past tense and future tense. Malay is spoken and understood in the present tense unless the speaker indicates otherwise. The speaker can make a sentence past tense by using the word *sudah* before the verb. To make a phrase future tense use the word *akan* before the verb or verb phrase. Practice using these examples to further your understanding of this principle. These sentences can also be questions when the question intonation is used.

Pronoun	Aspect	Verb	Noun
Saya *I*	sudah *already*	makan *eat*	nasi *rice*
Kamu *You*	akan *will*	baca *read*	Kitab Mormon *The Book of Mormon*
Dia *He/She*	tadi *just barely*	pulang *to return*	jalan *leave (to walk)*
Kami/Kita *We*	belum *not yet*	pergi (ke) *to go (to)*	rumah *home*
Mereka *They*	dahulu *previously*	belajar (tentang) *to learn (about)*	gereja *church*
Penyeledik *investigator*			

dahulu* *previously*
tadi *just barely*

Additional Forms
The following are examples that are also grammatically correct:
Dahulu, saya pergi ke gereja.
Tadi, saya baca Kitab Mormon.

**Note: When "dahulu" is at the end of a sentence, it takes on the meaning of "first." For example "saya akan baca Kitab Mormon dahulu" means "I will read the Book of Mormon first."*
**Note: When "dahulu" is at the beginning of a sentence, it takes on the meaning of "last time" or "at a previous time." For example "dahulu saya baca Kitab Mormon" means "Previously I have read the Book of Mormon (at any time in the past)."*

Conceptual Practice: Transitive and Intransitive Verbs

For each sentence, decide if each verb is transitive or intransitive. For example, your companion reads, “When the light rested upon me, I saw two personages standing above me,” then asks about each verb—rested, saw, and standing—and the other companion says, “Rested is intransitive, saw is transitive, and standing is intransitive.” An example of a transitive verb phrase would be “I stopped the car.”, and an intransitive verb followed by a prepositional phrase would be “I stopped by the car.”

- Joseph translated the gold plates into English.
- The Prophet Moroni wrote the book of Moroni.
- Nephi sought materials to build a ship, so he prayed.
- Both Lehi and Nephi saw a vision of the tree of life.
- When the light rested upon me, I saw two personages standing above me.
- The Savior taught the Nephites many important principles during his visit.
- After waking up, Lehi found the Liahona outside his tent.
- Nephi created a hand-made bow when his bow broke in the wilderness.
- Nephi cut off Laban’s head when he found him lying drunk in the street.
- Nephi compelled Laban’s servant to go with them into the wilderness.
- The Lord instructed Nephi to build a ship.
- Nephi made tools to build the ship which would sail to the promised land.
- Laman and Lemuel rebelled and tied Nephi up.
- The storm ended after Laman and Lemuel untied Nephi.
- Lehi offered a sacrifice of thanksgiving after they arrived in the promised land.
- Laman and Lemuel hated Nephi and his followers.
- The Lord warned Nephi in a dream to separate from the Lamanites.
- The Lord promised both Nephites and Lamanites prosperity if they obeyed Him.

Note: An easy ways to recognize intransitive verbs is that intransitive verbs either:
1.Don’t have an object (noun) immediately after the verb, or
2. If there is an object after the verb, there will be a preposition between the verb and the noun.

Ber- Prefix (Intransitive Verbs from Verb Roots)

	Saya *I*	pernah *to have ever*		berdoa *pray*	tentang *about*	Kitab Mormon *the Book of Mormon*
Ya, *Yes* **Tidak,** *No* **(Adakah...?)** *(Do/have…?)* *(yes or no question marker)*	**Saya** *I* **Kami** *(Exclusive)* **Kita** *(Inclusive)* *We* **Kamu** *You* **Kamu semua** *All of you* **Dia** *He/She* **Mereka** *They*	**sudah** *already (past)* **sedang** *to be currently (verb+ing)* **akan** *will (future)* **belum** *not yet* **tidak pernah** *have never* **tidak akan** *will not*	**ber +**	**jumpa** *to meet* **fikir** *to think* **jalan** *to walk* **angkat** *to leave* **ajar*** *to teach* **rehat*** *to rest*	**dengan** *with* **tentang** *about* **di** *at (location)* **ke** *to (location)* **pada** *on/at (time)*	**mubaligh** *the missionaries* **presiden cabang** *the branch president* **pesanan pemulihan** *the message of the Restoration* **temu janji** *the appointment* **rumah penyeledik** *the investigator's house* **pelajaran** *the lesson* **gereja** *church* **Hari Ahad/Hari Minggu** *Sunday*

Adakah kamu sudah berjalan ke gereja?
Have you already walked to church?
Ya, saya sudah berjalan ke gereja.
Yes, I have already walked to church.
Tidak, saya belum berjalan ke gereja.
No, I have not yet walked to church.

**Note: The verbs "ajar" and "rehat" are irregular and become "belajar" which means "to learn" and "berehat" which means "to rest."*
Note: The ber- prefix does not work with all verb roots.

Function: Asking about and describing actions and events
Context: Asking people about their religious history

Scenario

You are teaching Andau. It is your third visit and you are following up on a commitment to obey the word of wisdom.

1. Practice: In pairs, with one missionary taking the role of Andau and using the grammar principles and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, follow up to see whether or not Andau is keeping his commitment to obey the Word of Wisdom.

2. Re-practice: Switch roles, then rotate practice companions and repeat the activity a second time. Ask your teacher to clarify any questions you have.

Additional Scenario(s)

An appointment has just fallen through, so you've decided to use your time to visit some of your investigators and follow up on commitments. Visit briefly with Francis to see if he and his family are keeping their commitment to read and pray about the Book of Mormon, come to church, and obey the Word of Wisdom.

Ber- Prefix (Intransitive Verbs from Noun Roots)

Ya,
Yes,
Tidak,
No,
(Adakah...?)
(Do/have…?)
(yes or no question marker)

	Joseph Smith *Joseph Smith*	**perlu** *need(ed)*		**berdoa** *pray*	**kepada** *to (a person)*	**Tuhan** *God*
Saya *I*	**Kami** *(Exclusive)* **Kita** *(Inclusive)* *we*	**dapat** *to be able to* **harus** *should* **boleh** *can* **mahu** *to want*	**ber +**	**iman** *faith* **jalan** *way/road* **kata** *word* **tugas** *task/assignment* **kerja*** *work (noun)* **keinginan** *desire (noun)*	**untuk** *in order to/for the purpose of* **tentang** *about* **ke** *to (a location)* **dari** *from* **di** *in/at (on a location)*	**Yesus Kristus** *Jesus Christ* **dusun** *grove of trees* **berdoa** *pray* **Bapa di Syurga** *Father in Heaven* **Dia** *Him* **mengetahui gereja yang mana benar** *to know which church is true* **memulihkan gereja yang benar** *restore the true church*
Kamu *You*	**Kamu semua** *All of you*					
Dia *He/She*	**Mereka** *they*					

Adakah dia berdoa untuk mengetahui gereja yang mana benar?
Did he pray to know which church is true?
Ya, dia berdoa untuk mengetahui gereja yang mana benar.
Yes, he prayed to know which church is true.
Tidak, dia belum berdoa untuk mengetahui gereja yang mana benar.
No, he has not yet prayed to know which church is true.

**Note: The verb "kerja" is an irregular verb and becomes "bekerja."*
Note: Ber + noun roots can have the meaning of "to experience (root)," "to have (root)," "to wear (root)," or "to ride (root)."

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about Joseph Smith

Scenario

You are teaching Endah and Yanti for the first time. Share with them the events of Joseph Smith's first vision of the Father and the Son, and discuss any questions they may have.

1. Practice: Working in companionships and using the ber- prefix (noun roots), plus any other grammar and vocabulary you may know up to this point, discuss Joseph Smith's first vision with one missionary taking the role of the investigator and the other the role of the missionary.

2. Re-practice: Switch roles, and rotate practice companions and repeat the activity. Ask your teacher to clarify any questions you have.

Additional Scenario(s)

You have been asked to give a talk during sacrament meeting about the restoration. Using the ber- prefix (noun roots), plus any other grammar and vocabulary prepare to give a 3-5 minute talk. Make sure to include at least 1 scripture reference.

Simple Verbs

Ya,
Yes,

Tidak,
No (negates adj. and verbs)

	Saya *I*		**mahu** *want*	**pergi ke** *(to) go to*	**kedai.** *(the) store.*
		(tidak)	**mahu***	**makan**	**nasi**
Saya	**Kami** *(Exclusive)*	*No*	*to want*	*to eat*	*rice*
I	**Kita** *(Inclusive)*		**dapat**	**minum**	**sarapan**
	We		*to be able to*	*to drink*	*breakfast*
Kamu	**Kamu semua**		**ingin**	**main**	**jus**
You	*All of you*		*to desire*	*to play*	*juice*
			patut/harus	**tidur di**	**gereja**
Dia	**Mereka**		*ought to/should*	*to sleep at*	*church*
He/She	*They*		**suka**	**datang ke**	**bola sepak**
			to like	*to come to*	*soccer*
			mesti	**pergi ke**	**rumah penyeledik**
			must	*to go to*	*investigator's house*
			boleh	**jumpa di**	**permainan**
			can	*to meet at*	*games*

Kamu mahu main bola sepak?
Do you want to play soccer?
Ya, saya mahu main bola sepak.
Yes, I want to play soccer.
Tidak, saya tidak mahu main bola sepak.
No, I do not want to play soccer.

Note: A simple verb is the first verb immediately followed by another verb.
** Mahu is often verbally shortend to"mau" but is still spelled "mahu." Occasionally it is spelled "mau" in informal settings such as text messages.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Getting around town

Scenario

You and your companion are planning your activities for tomorrow. Determine what you will do, where you will go, who you will meet, etc…

1. Practice: With your companion, plan your activities. One companion says what you will do, while the other writes the activities in the Missionary Daily Planner. Make at least 5 or 6 different plans.

2. Re-practice: Switch roles with your companion so that the companion who was writing will now say 5-6 new plans, while the companion who was speaking before will now write in his or her planner.

Additional Scenario(s)

Explain to your investigator what you like to do on preparation day and what you liked to do before your mission for fun. Use these words and additional vocabulary to describe these actions.

Meng- Prefix

	Yesus Kristus *Jesus Christ*		**menubuh(kan)** *established*		**gereja Dia** *His church.*
Ya, *Yes,* **Tidak,** *No,* **(Adakah...?)** *(Do/have…?)* *(yes or no question marker)*	**Tuhan** *God* **Rasul** *Apostles* **Yesus Kristus** *Jesus Christ*	**(tidak)** *(not)*	**me-** *l, m, n, ng, ny, r, w, y* **men-** *c, d, j, t*, z* **mem-** *b, f*, p*, per, v* **meng-** *g, h, k*, kh, q, vowels* **meny-** *s** **menge-** *monosyllabic roots* **roots that begin with asterisked letters drop the first root letter unless the root word is a loan word from another language.*	**+**	**panggil** *to call* **kirim** *to send* **beri** *to give* **derita** *to suffer* **ajar** *to teach* **buat** *to do* **sembuh(kan)** *to heal* **patuh(i)** *to obey*	**dua belas rasul** *twelve apostles* **kuasa imamat** *priesthood authority* **atas dosa kita** *for our sins* **di atas salib** *on the cross* **Injil Dia** *His gospel* **mukjizat** *miracle(s)* **orang yang sakit/buta/pekak** *the sick/blind/deaf* **perintah** *commandment(s)*

Adakah Yesus Kristus memanggil dua belas rasul?
Did Jesus Christ call 12 apostles?
Ya, Yesus Kristus memanggil dua belas rasul.
Yes, Jesus Christ called 12 apostles.

Adakah Yesus Kristus menderita di atas salib?
Did Jesus Christ suffer upon the cross?
Ya, Yesus Kristus menderita di atas salib.
Yes, Jesus Christ suffered on the cross.

Note: All verbs used previously in rhis book have ommitted the Meng- prefix.

Function: Asking about and describing actions and events
Context: Teaching about the Savior's earthly ministry

Scenario

You and your companion just met one of the member's neighbors. She is a Hindu, but she proudly displays two pictures, one of Jesus and one of mother Mary, on the wall opposite her shrine to Krishna. She says, "I love Jesus but I don't really know anything about him, except that he teaches good things"

1. Practice: In pairs, one missionary will take the role of the woman and the other fill the role as the missionary. Practice discussing the Savior's earthly ministry.

2. Re-practice: Now the woman asks, "why do people follow Jesus?" Practice explaining about:
• the miracles Jesus Christ performed
• how He established His church
• how He died on the cross

Additional Scenario

You are teaching a catholic family who strongly believes in their religion. Explain to them the apostacy and why there is a need for a restoration using the Me- prefix.

Practice changing the active voice sentences shown below into passive voice. For example, your companion gives an active voice sentence: Joseph translated the gold plates into English; the other companion changes it to passive voice: *The gold plates were translated into English by Joseph Smith.* Use the lines on the left to write the passive form of the sentences below.

- Joseph translated the gold plates into English.
- The Prophet Moroni wrote the book of Moroni.
- The Prophet Nephi accomplished many great things through his faith.
- Both Lehi and Nephi saw a vision of the tree of life.
- 2500 people saw the Savior on the first day of his visit to the Nephites.
- The Savior taught the Nephites many important principles during his visit.
- Lehi found the Liahona in front of his tent door early one morning.
- Nephi created a hand-made bow in the wilderness.
- Nephi cut off Laban's head when Nephi found Laban lying drunk in the street.
- Nephi compelled Zoram to go into the wilderness.
- The Lord instructed Nephi in the art of ship building.
- Laman and Lemuel tied up Nephi.
- The Lord calmed the storm after Laman and Lemuel untied Nephi.
- Lehi offered a sacrifice of thanksgiving upon their arrival in the promised land.
- After Lehi's death, Laman and Lemuel threatened to kill Nephi and his followers.
- The Lord warned Nephi in a dream about the Lamanites.
- The Lord promised both Nephites and Lamanites prosperity if they were righteous.
- The Lamanites eventually destroyed the Nephites because of their wickedness.
- The Lord withdrew the disciples from among the people at the end of the BofM.

Di- Prefix

	Kitab Mormon *The Book of Mormon*			**diterjemahkan** *was translated*	**oleh** *by*	**Joseph Smith** *Joseph Smith.*
Ya, *Yes,* **Tidak** *No,* **(Adakah...?)** *(Do/have…?)* *(yes or no question marker)*	**Injil** *Gospel* **Imamat** *Priesthood* **Gereja** *Church* **Kebenaran** *Truth* **Penyeledik** *Investigator* **Keluarga** *Families* **Alkitab** *The Bible*	**(tidak)** *(negates verbs & adjectives)*	**di +**	**berikan** *to give (something)* **pulihkan** *to restore (something)* **bangunkan** *to establish (something)* **khutbahkan** *to preach (something)* **tulis** *to write* **ajar** *to teach* **berkat(i)** *to bless*	**oleh** *by*	**Tuhan** *God* **para rasul Kristus** *Christ's apostles* **mubaligh** *missionaries* **para nabi** *prophets*

Adakah imamat dipulihkan oleh para rasul Kristus?
Was the priesthood restored by Christ's apostles?
Ya, imamat dipulihkan oleh para rasul Kristus.
Yes, the priesthood was restored by Christ's apostles.
Tidak, imamat tidak dipulihkan oleh para rasul Kristus.
No, the priesthood was not restored by Christ's apostles.

Note: Di+(verb root) makes "to be (verb)ed." It does NOT create past tense. Passive voice (di-) emphasizes the object of the verb, whereas active voice (meng-) emphasizes the doer and action of the verb.
Note: The English word "by" is translated as both "dengan" and "oleh." "Oleh" is only used in passive sentences. "Dengan" is used for all other instances of "by."

Scenario

You and your companion just met a family. Their neighbors are members and sometimes they allow two of their children to go to church with them. The father asks, “how is your church different from other churches?”

1. Practice: In pairs, one missionary will take the role of the father and the other will fill the role as the missionary. Practice discussing the Restoration using passive voice.

2. Re-practice: The father states, “I don’t see much of a difference between your church and the Catholic Church.” Switch roles and answer the father’s question.

Additional Scenario(s)

You are teaching an investigator who only comes to church once a month, because he has a calling in his other church. You feel inspired to share again with him the message of the restoration, and testify that this is the Savior’s church.

–kan Suffix (Transitive Verbs)

	Joseph Smith *Joseph Smith*		**menterjemah+kan** *translated*	**Kitab Mormon.** *(the) Book of Mormon.*
Ya, *Yes,* **Tidak,** *No,* **(Adakah...?)** *(Do/have…?)* *(yes or no question marker)*	**Tuhan** *God* **Dia** *He/She* **Orang** *People* **Penyeledik** *(The) Investigator*	**(tidak)**	**memulih+kan** *to restore (something)* **mentafsir+kan** *to interpret (something)* **menjalan+kan** *to live/follow (something—abstract)* **mendengar+kan** *to listen to/hear (someone/something)* **melaku+kan** *to do*	**Injil Yesus Kristus** *Jesus Christ's Gospel* **Injil Dia** *His Gospel* **asas-asas Injil** *the principles of the gospel* **imamat** *priesthood* **kebenaran** *truth* **doa anak Dia** *the prayers of His children* **apa yang benar** *what is right*

Adakah Tuhan memulihkan Injil-Nya?
Did God restore his Gospel?
Ya, Tuhan memulihkan Injil-Nya.
Yes, God restored His Gospel.
Tidak, Tuhan tidak memulihkan Injil-Nya.
No, God did not restore His Gospel.

Note: -kan can also be used with the di- prefix. This creates a passive verb showing transitivity. ie. Injil Yesus Kristus dipulihkan oleh Joseph Smith- The Gospel of Jesus Christ was restored by Joseph Smith.

–kan Suffix (Intransitive Verbs to Transitive Verbs)

	Joseph Smith *Joseph Smith*		**mendengar+kan** *to listen to/hear (someone/something)*	**malaikat Moroni.** *(the) angel Moroni.*
Ya, *Yes,* **Tidak,** *No,* **(Adakah...?)** *(Do/have…?)* *(yes or no question marker)*	**Tuhan** *God* **Mubaligh** *Missionaries* **Orang** *People* **Penyeledik** *(The) Investigator* **Presiden Cabang** *(The)Branch President* **Asas Injil** *Gospel Principles*	**(tidak)**	**mendengar+kan** *to listen to/hear (someone/something)* **menghentikan** *to stop (something)* **membangunkan** *to raise up (to establish)* **mengatakan** *to say/ to tell* **menugaskan** *to assign (to give responsibility to)*	**Injil Yesus Kristus** *Jesus Christ's Gospel* **Mubaligh** *(the Missionaries)* **asas Injil** *the principles of the gospel* **imamat** *priesthood* **kebenaran** *truth* **Doa** *prayers* **Tuhan** *God*

Adakah Tuhan menugaskan Moroni untuk mengajar Joseph?
Did God give responsibility to Moroni to teach Joseph?
Ya, Tuhan menugaskan Moroni untuk mengajar Joseph.
Yes, God gave responsibility to Moroni to teach Joseph.
Tidak, Tuhan tidak menugaskan Moroni untuk mengajar Joseph.
No, God did not give responsibility to Moroni to teach Joseph.

Note: -kan can also be used with the di- prefix. This creates a passive verb showing transitivity.

Function: Narrate in Past, Present, Future
Context: Teaching about the Priesthood

-kan Suffix (Causative Verbs)

Rakan saya	**mengingat+kan**	**penyeledik**	**untuk membaca Kitab Mormon.**
My companion	*to remind (to cause to remember)*	*(the) investigator*	*to read the Book of Mormon.*

Ya,	**Roh Kudus**	**(tidak)**	**mendudukkan**	**saya**	**bagi pelajaran**
Yes,	*The Holy Ghost*		*to sit someone down (to cause someone to sit)*	*me*	*for a lesson*
Tidak,	**Dosa**		**menyedihkan**	**presiden cabang**	**di gereja**
No,	*Sin*		*to sadden (to make someone sad)*	*branch president*	*at church*
(Adakah...?)	**Percubaan**		**memarahkan**	**keluarga**	**di rumah penyeledik**
(Do/have…?)	*Trials*		*to madden (to make someone mad)*	*family*	*at the investigator's house*
(yes or no question marker)	**Penyeledik**		**menakutkan**	**semua orang**	**bila kita berdoa**
	(The) Investigator		*to frighten (to make someone afraid)*	*all people*	*when we pray*
			menenangkan	**apa yang benar**	
			to calm (to make someone calm)	*what is right*	

Adakah kamu mengingatkan penyeledik untuk membaca Kitab Mormon?

Did you remind the investigators to read the Book of Mormon?

Ya, saya mengingatkan penyeledik untuk membaca Kitab Mormon.

Yes, I reminded the investigators to read the Book of Mormon.

Tidak, saya tidak mengingatkan penyeledik untuk membaca Kitab Mormon.

No, I did not remind the investigators to read the Book of Mormon.

Note: -kan can also be used with the di- prefix. This creates a passive verb showing transitivity.
Note: In addition the the 3 functions of "kan" shown in this book, there are 5 other functions of "kan" that are described in "An Indonesian & Malay Grammar for Students"

Scenario

One of the members just introduced you to his dad, John. John is Seventh Day Adventist. He has seen and read parts of the Book of Mormon. He wants to know more about the Book of Mormon and the Church of Jesus Christ of Latter-day Saints.

1. Practice: In pairs, one missionary will take the role of John and the other fill his/her role as the missionary. Practice teaching about the Book of Mormon and the Restoration using the three functions of “kan.”

2. Re-practice: After you finish explaining about the Book of Mormon and the Restoration John asks a few questions.
Answer the following questions.
a. What is the priesthood?
b. Who translated the Book of Mormon?
c. How is the Book of Mormon different from the Bible?

Additional Scenario(s)

You are planning on inviting Tina to read from the Book of Mormon. Make a lesson plan using the sentences from the board display, but put them in passive form (di- -kan). Remember that the first letter isn’t dropped when using the di prefix with kan.

-i Suffix

Ya,
Yes,
Tidak,
No,
(Adakah...?)
(Do/have…?)
(yes or no question marker)

Saya		**mendekat+i**	**syurga**	**dengan**	**doa**
I		*draw close to*	*heaven*	*by/with*	*prayer*
Tuhan	**(tidak)**	**mengasih+i**	**semua orang**	**dengan**	**bertaubat**
God	*Not*	*to love (someone)*	*everyone*	*by/with*	*to repent*
Yesus Kristus		**mengatas+i**	**percubaan**	**melalui**	**sepenuh hati**
Jesus Christ		*to overcome (something)*	*trials*	*through*	*all of one's heart*
Kamu		**melayan+i**	**satu sama lain**		**berkorban**
You		*to serve (someone)*	*each other*		*to sacrifice*
Roh Kudus		**mengikut+i**	**Yesus Kristus**		**kasih Tuhan**
The Holy Ghost		*to follow (someone/something)*	*Jesus Christ*		*the love of God*
		mengilham+i	**nabi**		**berbuat baik**
		to inspire (someone)	*prophet*		*to do good*
			kita		**teladan-Nya**
			we/us		*his example*
					berbisik
					to whisper

Adakah kamu mengatasi percubaan dengan doa?
Do you overcome trials with prayer?
Ya, saya mengatasi percubaan dengan doa.
Yes, I overcome trials with prayer.
Tidak, saya tidak mengatasi percubaan dengan doa.
No, I don't overcome trials with prayer.

Note: The –i suffix can be attached to most me- and di- prefixed verbs.

Function: Asking about and describing actions and events
Context: Teaching about God's love

Extra Practice

The following examples illustrate how the suffix -i can replace prepositions in a sentence. The examples on the left show how a sentence would be constructed without the use of the -i suffix. The examples on the right demonstrate how the suffix would be used.

Using Preposition	Using Suffix -i
Saya masuk ke dalam rumah.	**Saya memasuki rumah.**
I enter into the room.	*I enter the room.*
Dia mengahwin kepada isteri dia.	**Dia mengahwini isteri dia.**
He got married to his wife.	*He married his wife.*
Dia mendekat kepada Tuhan.	**Dia mendekati Tuhan.**
He got closer to God.	*He got closer to God.*
Kita perlu menjauhkan diri dari dadah.	**Kita perlu menjahui dadah.**
We need to distance ourselves from drugs.	*We need to avoid drugs.*

Use the following verb and preposition combinations below as well as those above to create your own sentences practicing using the suffix -i. (i.e. Change “menghindar dari” to “menghindari” and use it in a sentence.)

menghindar- to avoid	dari
merasa- to feel	bahawa
menguasa- to control or command	atas
menduduk- to sit	di

Scenarios

The Kristanto family has been recently baptized. The family has been very enthusiastic about the gospel, but they have recently run into a trial. Brother Kristanto lost his job and now the family is struggling to make it to church each week because the cost to pay the bus fares is too high. The family wants to do what is right, but also wonders if God may be punishing them for their decision to leave their former church and join this one.

1. Practice: In companionships, one missionary will take on the role of Brother Kristanto, and the other the role of the missionary. Practice sharing that God loves the Kristantos and would not punish them for making such a good decision. The missionary will share an experience in which he or she felt God’s love in a time of trial. Use the –i suffix and any other known grammar and vocabulary.

2. Re-practice: Switch roles with your companion, and then switch practice companions.

Possession (Ada, Mempunyai, Memiliki)

Ya,
Yes,
Tidak,
No,
(Siapa)
(Who…?)
(Adakah...?)
(Do/have…?)
(yes or no question marker)

Saya			**ada**		**kawan.**
I			*have*	*(a)*	*friend.*
Saya	**Kami** *(Exclusive)*	**(tidak)**	**ada**		**tulisan suci**
I	**Kita** *(Inclusive)*	*(not)*	*to have*		*scriptures*
	We		**mempunyai/ memiliki**		**kasut**
Kamu	**Kamu semua**				*shoe*
You	*All of you*		*to own*		**baju**
Dia	**Mereka**				*shirt*
He/She	*They*				**cermin mata**
					glasses
					barang
					thing
					seluar
					pants
					tali leher
					necktie
					kesaksian
					testimony

Siapa ada tali leher?
Who has a necktie?
Saya ada tali leher.
I have a necktie.
Dia tidak ada tali leher.
He does not have a necktie.

Siapa mempunyai kereta?
Who owns a car?
Kamu mempunyai kereta.
You own a car.
Saya tidak mempunyai kereta.
I do not own a car.

Function: Asking about and expressing possession and ownership
Context: Identifying objects in the classroom and residence

Scenario

In preparation for this practice work individually to add to the list of vocabulary: items around in the classroom, in your residence, and at home.

1. Practice: Working in pairs and using possessive adjectives and vocabulary you just learned, ask each other what you own or don't own, as far as possessions or items in the classroom, in your residence, or at home. Strive to make this a useful practice so that you will never have to refer to these items again in your native language.

Additional Scenario(s)

While walking to you next appointment you see a man waiting for a bus reading a newspaper. You invite him to listen to your message. He raises his hand and says, "My young friend, don't waste your time with me. I've stopped believing in God. There is too much suffering, war, abuse … too much injustice for me to believe in a loving God. Either He doesn't exist or He is indifferent to our struggles." Using the possessive adjectives as much as possible, share with him as many truths and blessings as you can think of: our families, choice, hope of eternal life, our bodies, loved ones, etc.

-an Suffix (Creating Nouns)

	Kita *We*		**akan** *will*	**mengalami** *experience*	**cabar** *to challenge*	**+an.** *(makes a noun)*
Kenapa…? *Why…?* **Kerana** *Because* **Sebab** *Because/Reason* **Supaya/Agar** *So that*	**Saya** *I*	**Kami** *(Exclusive)* **Kita** *(Inclusive)* *We*	**(tidak)** *(negate verbs & adjectives)*	**selalu** *always* **sering** *often* **jarang** *seldom* **mesti** *must* **boleh** *can* **sudah** *already*	**menerima** *to receive* **membaca** *to read* **dihalangi oleh** *to be impeded by* **diberi** *to be given* **membuat** *to do/ to make*	**pilih** *to choose* **tindak** *to act* **goda** *to tempt* **makan** *to eat* **tulis** *to write* **bantu** *to help*	**+an**
	Kamu *You*	**Kamu semua** *All of you*					
	Dia *He/She*	**Mereka** *They*					
		Elder _____ *Elder _____*					
		Sister _____ *Sister _____*					
		Yesus Kristus *Jesus Christ*					

Kenapa kamu sering membaca tulisan suci?
Why do you often read the scriptures?
Sebab Tuhan memberi saya bantuan bila saya membaca tulisan suci.
Because God gives me help when I read the scriptures.
Supaya saya jarang dihalangi oleh godaan.
So that I will rarely be impeded by temptation.

Note: Literally, the –an suffix translates to "the things which are (verb)ed" [e.g.: makan = to eat, makanan = the things which are eaten (food)]
Note: The "-an" suffix may use roots that are verbs, adverbs, adjectives (and even nouns) to create nouns, but it is most commonly used for verbs.

Function: Asking about and describing actions and events
Context: Teaching about life on earth

Scenario

While you are teaching the first lesson, Subadi says that he is interested in what the prophets teach and wants to know why those things are important to us right now. He says that he often wonders why he is here on the earth and what the purpose of his existence here is. He is interested to learn what the prophets have to say about these questions.

1. Practice: With your companion, discuss the principles that would be important to teach Subadi at this point in the lesson. Discuss what Subadi needs to know, feel and do following your teaching. Find one scripture that you might share to teach this principle.

2. Re-practice: Working in pairs, one missionary teaching your companion (taking the role of Subadi) what the prophets have taught about our life on this earth. Read the scripture together and talk about things that we have while in this life (a physical body, an opportunity to learn, experiences to help us learn, a Savior, etc.) using the –an suffix and as much of the vocabulary from the lesson as possible, plus other words you may know. After teaching Subadi this principle, use the –an suffix to find out if he has any questions about what you have taught. Also, use the –an suffix to bear your own testimony that what you taught is true. Then switch roles and practice again.

Additional Scenario(s)

Atika is a recent convert of only a few weeks. She is experiencing difficulty because her family is displeased with her decision to join the church. You stop by her house to give some words of encouragement, but she is not home. Write a note using the grammar principle and vocabulary that gives words of encouragement and testifying of God's love for her. Also, remind her to read the Book of Mormon, giving a specific section that has helped you in times of need. Exchange your note with another missionary.

Ke--an Circumfix

Ya,
Yes,
Tidak,
No,

Kita *We*			**(akan)** *(will)*	**merasa** *feel*		**kegembiraan** *happiness*	
Saya *I*	**Kami** *(Exclusive)* **Kita** *(Inclusive)* *We*	**(tidak)** *(negates verbs)*		**diberkati dengan** *blessed with* **dipenuhi dengan** *filled with* **mengalami** *experience*	**ke +**	**gembira** *happy* **lembut** *soft* **damai** *peaceful* **tenang** *calm* **sabar** *patient* **kuat** *strong* **maju** *to progress* **mati** *to die*	**+ an**
Kamu *You*	**Kamu semua** *All of you*						
Dia *He/She*	**Mereka** *They*						

Kamu merasa kedamaian?
Do you feel peace?
Ya, saya merasa kedamaian.
Yes, I feel peace.
Tidak, saya tidak merasa kedamaian.
No, I don't feel peace.

Note: In order to negate the ke + an adjective, insert 'tidak' directly after the 'ke' before the root, i.e. 'ke+tidak+sabaran – ketidaksabaran, meaning impatience. Ke+an can also be added to verbal or nominal roots.
Note: Ke-an is primarily used for verbs and adjectives but is occasionally used to create more abstract nouns from noun roots. Examples of creating more abstract nouns are: keagamaan (religiousness), kerajaan (kingdom, government), and kesenian (the Arts).

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Recognizing the feelings of the Holy Ghost

Scenario

You are teaching Iwan about the Book of Mormon. You just read Moroni 10:3-5 and he asks, “How do we recognize the promptings of the Holy Ghost?”

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill his/her role as the missionary. Practice discussing how to recognize the Holy Ghost.

2. Re-practice: Now the investigator asks “how did you know the Book of Mormon was the word of God?” Explain how you recognize the promptings of the Holy Ghost.

Additional Scenario(s)

Anna is struggling with some big challenges in her life. You have asked her to pray. Explain how she will recognize answers to her prayers.

Peng- Prefix

Nabi *(A) prophet*		**seorang** *a*				**pewahyu.** *revelator*

Ya,
Yes,
Tidak,
No,
(Adakah...?)
(Do/have…?)
(yes or no question marker)

Yesus Kristus *Jesus Christ* **Nabi** *Prophet* **Rasul** *The apostles* **Elder/Sister** *Elder/Sister*	**(bukan)** *(negates nouns)*	**seorang** *a (person)*	**pe-** *l, m, n, ng, ny, r, w, y* **pen-** *c, d, j, t*, z* **pem-** *b, p*, f*, per, v* **peng-** *g, h, k*, kh, q, vowels* **peny-** *s** **penge-** *monosyllabic roots*	**+**	**kuasa umum** *general authority* **tebus** *to redeem* **pimpin** *to lead* **utus** *to send (a message)* **layan** *to serve* **ikut** *to follow* **tulis** *to write* **nasihat** *counsel*

Saya *I*	**Kami** *(Exclusive)* **Kita** *(Inclusive)* *We*
Kamu *You*	**Kamu semua** *All of you*
Dia *He/She*	**Mereka** *They*

Adakah Thomas S. Monson seorang pewahyu?
Is Thomas S. Monson a revelator?
Ya, Thomas S. Monson seorang pewahyu.
Yes, Thomas S. Monson is a revelator.

Adakah kamu seorang penulis?
Are you a writer?
Bukan, saya bukan seorang penulis.
No, I am not a writer.

Note: The pe- prefix turns a verb or adjective into a person or thing which does the verb or possesses the attribute of the adjective.
Roots that begin with asterisked letters drop the first root letter unless the root word is a loan word from another language.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching and testifying about church organization

Scenario

One of your investigators introduced you to her friends, a beautiful family. Although hesitant, the parents agreed to let you visit later that evening. They are the parents of 2 young children. Early in the lesson the father, Peter, says that he and some of his friends disagree with their pastor and are considering creating their own study group. He mentions that he is somewhat skeptical about the idea of new scripture and prophets.

1. Practice: Working in pairs, one missionary will take the role of the investigator and the other as the missionary. Ask questions and discuss the organization of the church using the grammar and vocabulary and other words you may know.

2. Re-practice: Switch roles and partners so you are not working with the same person the second time around, and go through the scenario a second time. Your teacher can offer help as needed

Additional Scenario(s)

Hold a short testimony meeting and bear your testimonies about blessings you have recieved as members of the church teach and serve one another, using the grammar principle and as much of the vocabulary as possible.

A verbal noun is a noun of an action. They refer to the process of the action, rather than the actual doing. For example, in English, verbal nouns often end with "-ing," like "we went to Spain for the running of the bulls." In this sentence, running is a noun, not a verb. Not all verbal nouns end in "-ing." Some of them end in "-ment," as in establishment, "-tion," as in glorification, or "-ance," as in difference. Taking a word such as glorification, and changing it to "-ing" may help: glorifica***tion*** → glorify***ing***. Often the verbal noun is used in the phrase, "the (verb)ing of something."

Practice deciding whether the italicized word in each sentence is a verb or a verbal noun.

- Joseph Smith decided that *praying* to God was the only way to receive an answer.
- Joseph Smith was given the task of *translating* the Book of Mormon.
- The *beginning* of the Book of Mormon is about the prophet Nephi.
- By *reading* the Book of Mormon, you can feel the Spirit.
- God showed his love for us through the *restoration* of the Gospel.
- Through *repentance*, we can be forgiven of our sins.
- *Taking* the sacrament renews our baptismal covenants.
- In the Garden of Eden, Jesus Christ completed the *atonement*.
- By *atoning* for our sins, the Savior saved us from spiritual death.
- We serve our Father in Heaven when we are *serving* others.
-The *suffering* of the Savior was a selfless sacrifice.

Peng--an Circumfix (Process of an Action)

Ya,
Yes,
Tidak,
No,
(Adakah...?)
(Do/have…?)
(yes or no question marker)

Pembaptisan *Baptism*	**(adalah/ialah)** *(is)*	**per+root+an**	**perjanjian** *covenant*	**yang pertama** *which is first.*
Penetapan *Confirmation*	**(tidak/bukan)** *(negators)*	**pe- + *root* + an** *l, m, n, ng, ny, r, w, y*	**terima** *receive*	**waktu** *time*
Korban Tebusan *The Atonement*	**(bermaksud)** *(means)*	**pen-** *c, d, j, t*, z*	**beri** *give*	**Yesus Kristus** *Jesus Christ*
Pelayanan *Service/Ministry*		**pem-** *b, p*, f*, per, v*	**derita** *suffer*	**sempurna** *perfect*
Pemulihan *Restoration*		**peng-** *g, h, k*, kh, q, vowels*	**faham** *understand*	**Kurnia Roh Kudus** *The Gift of the Holy Ghost*
Wahyu *Revelation*		**peny-** *s**	**tahu** *to know*	**Tuhan** *God*
		penge- *monosyllabic roots*		**Yesus Kristus** *Jesus Christ*

Adakah wahyu maksud pengetahuan dari Tuhan?
Does revelation mean knowledge from God?
Ya, wahyu maksud pengetahuan dari Tuhan.
Yes, revelation means knowledge from God.

Adakah penetapan maksud pemulihan Injil Yesus Kristus?
Does confirmation mean the restoration of the gospel of Jesus Christ?
Bukan, penetapan maksud penerimaan Kurnia Roh Kudus.
No, confirmation means the receiving the Gift of the Holy Ghost.

Note: The Pe- -an circumfix creates a "verbal noun." Roots that begin with asterisked letters drop the first root letter unless the root word is a loan word from another language.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about baptism and confirmation

Scenario

You have now had two visits with Ari, and have discussed all the doctrines of lesson one. Today you are in his home and plan to teach about the plan of salvation. Give a simple overview about how Heavenly Father has a plan for us to be happy, and explain that baptism and confirmation are part of that plan. Answer any questions he may have.

1. Practice: Working in companionships and using the grammar principles and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, discuss the plan of salvation, with one missionary taking the role of the investigator and the other one the missionary.

2. Re-practice: Switch roles, and rotate practice companions and repeat the activity.

Additional Scenario(s)

Today you are on an exchange with the junior companion of your district leader in his area. You have a lesson with one of his investigators called Bambang. Your companion has asked you to give a brief message about the Atonement. You plan to discuss any questions he may have or give more details of what you have shared during your overview as he expresses interest, following the overview.

Per--an Circumfix (Result of an Action)

Di mana *Where (can)*		**kita** *we*	**mendapatkan** *get*	**pertolongan** *help*
Macam mana *How* **Dari mana** *From where* **Adakah** *Is it that* **Bila** *When*	**Saya** *I* **Kamu** *You* **Dia** *He/She*	**Kami** *(Exclusive)* **Kita** *(Inclusive)* *We* **Kamu semua** *All of you* **Mereka** *They* **Elder/Sister** *Elder/Sister*	**menerima** *to receive* **menemukan** *to find (something)* **melihat** *to see* **mencari** *to look for* **membuat** *to make* **mengadakan** *to have*	**pekerjaan*** *work* **perbuatan** *actions* **pelajaran*** *lesson* **perjanjian** *promise/covenant* **peraturan** *rule* **perhatian** *attention*

Macam mana saya membuat perjanjian?

How do I make a covenant?

Kamu membuat perjanjian dengan pembaptisan.

You make a covenant by baptism.

**Note: Pekerjaan and pelajaran are irregular and drop the "r" in the "per" prefix. Verbs that begin with "r" do not have a double "r" when conjugated.*
Note: Per- -an creates nouns with meanings that vary depending on the type of base word used. Many are related to intransitive ber- verbs, and create a noun indicating the result of the action. Others indicate the location of an action. For more detailed information, consult the grammar text.

Function: Asking about and describing actions and events
Context: Answering questions about enduring to the end

Scenario

You are teaching the Sinaga family about the Gospel of Jesus Christ. When you teach about enduring to the end, Brother Sinaga asks some questions of how he and his family can do this. Some of his questions include, “How can I give attention to my family and my job?” and “Where can we find help when we struggle?”

1. Practice: Think of 3-4 questions Brother Sinaga may ask and write them down. Then, in companionships, share your questions with each other, and write each other’s questions down. Then, together, think of ways to answer these questions using the per- -an circumfix and all other grammar you have learned up to this point.

2. Re-practice: Switch companions and create 2 more questions together. Now, in groups of two companionships, one companionship share a question. The other companionship listens, then gives an answer.

Additional Scenario(s)

The Mongan family is very active in the branch in which you are serving. Brother and Sister Mongan invite you over for dinner. They have 3 young children who love to listen to the missionaries teach. With your companion prepare a lesson teaching about what we must do to be happy in this life. Use the per- -an circumfix, the question words in this lesson, as well as any other vocabulary you have learned.

Equational Sentences (Invisible “is”)

Ya,
Yes
Tidak,
Not
(Adakah...?)
(Do/have…?)
(yes or no question marker)

Tuhan/Bapa di Syurga *God/Father in Heaven*	**(adalah)** *is*	**sempurna** *perfect*

Saya *I*	**Kami** *(Exclusive)* **Kita** *(Inclusive)* *We*
Kamu *You*	**Kamu semua** *All of you*
Dia *He/She*	**Mereka** *They*

tidak
Negates verbs/adjectives

bukan
Negates nouns (is not)

(ialah)
is (before a noun)

patuh
obedient
jujur
honest
gembira
happy
sedih
sad
jahat
wicked
cikgu
teacher
keluarga
family
kawan
friend(s)
Juruselamat
(the) Savior
anak Tuhan
child (children) of God

Bapa di Syurga
Father in Heaven
Yesus Kristus
Jesus Christ
Nabi
Prophet(s)
Iblis
Devil

Adakah Tuhan sempurna?
Is God perfect?
Ya, Dia sempurna.
Yes, he is perfect.
Tidak, Dia tidak sempurna.
No, he is not perfect.

Adakah kita anak Tuhan?
Are we children of God?
Ya, kita anak Tuhan.
Yes, we are children of God
Tidak, kita bukan anak Tuhan.
No, we are not children of God.

Note: Adalah can be used in affirmative statements to add emphasis. It is used infrequently in spoken Malay but often appears in written Malay to add emphasis (where usually the speakers tone would imply emphasis.)

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about God as our loving Heavenly Father

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young woman around 19 years old sitting on the sidewalk up ahead. As you walk you realize that she's been watching you and when you are close enough she signals for you to come over. She says, "I've seen you guys walking around in several places recently. I have heard that you teach people about God. Who is He?"

1. Practice: In pairs, one missionary will take the role of the young woman and the other fill his role as the missionary. Practice discussing who God and Jesus Christ are.

2. Re-practice: Now the young woman asks, "Who are you to teach these things?" Practice explaining:
-Who you are …
-Who a prophet is …
-Who the young woman is …

Additional Scenario(s)

You are meeting with a young family and early on in your conversation the mother says, "I'm confused about all the different things I hear about God. Tell me what you believe about him."

You are on a bus sitting next to two women who are taking about how confusing and difficult life is, and you feel impressed to share with them about their Heavenly Father and their relationship to Him.

Conceptual Practice: Uses of "*That*"

Yang	**Bahawa**	**Itu**	**Supaya/ Agar/ Untuk**
which, the person which (who)	used as a preposi-tional phrase (can often be omitted)	specifying an object/noun. (that, those, it)	in order to, for the purpose of, so that

Practice deciding which form of *that* should be used: yang, bahawa, itu, supaya/agar. For example, your teacher will give a sentence using the word *that*: “The Book of Mormon is proof *that* Joseph Smith was a prophet.” You will decide which *that* to use in Malay: “The Book of Mormon is proof *bahawa* Joseph Smith was a prophet.” You may also practice translating the whole sentence into Malay.

- God has a body of flesh and bone that is glorified and perfected.
- He sent us to earth so that we can learn and grow.
- That knowledge helps me to be happy.
- God blessed us with parents that teach us.
- The gospel that was restored blesses families.
- God calls prophets who teach us about the plan of salvation.
- They teach us that Jesus Christ is central to God’s plan.
- That helps us to prepare for eternal life.
- God sent his Son so that if we have faith in him we can return to God’s presence.
- I know that Jesus Christ suffered for our sins.
- People that were wicked rejected Jesus Christ.
- The Church that Jesus Christ established was destroyed.
- Joseph Smith was a young boy that was called to restore the Church of Jesus Christ.
- Peter, James, and John, appeared to Joseph Smith so that the priesthood could be restored.
- The Book of Mormon provides evidence that Joseph Smith is a true prophet of God.
- We can know that it is true by the Holy Ghost.
- The Holy Ghost will help you know that what we are teaching is true.
- God answers our prayers through feelings that are quiet and peaceful.
- I promise you that you will receive answers to your prayers.

Ter- Prefix (Adjectives) and Superlatives

Ya,
Yes,
Tidak,
No,
(Adakah...?)
(Do/have…?)
(yes or no question marker)

	Dia *He*	**(adalah)** *(is)*	*(the)*	**paling** *(most)*	**pandai** *smart*
Saya *I*	**Kami** *(Exclusive)* **Kita** *(Inclusive)* *We*	**(tidak)** *(not)*		**ter—** *(most)* **paling** *(most)* **kurang** *(less)*	**baik** *good* **besar** *big/great* **kuat** *strong* **semangat** *enthusiastic* **lemah** *weak* **tinggi** *tall* **rendah hati** *humble* **gembira** *happy*
Kamu *You*	**Kamu semua** *All of you*				
Dia *He/She*	**Mereka** *They*				

Keluarga
Family
Injil Yesus Kristus
Gospel of Jesus Christ
Penyelidik
Investigator

Adakah keluarga terpenting?
Is family the most important?
Ya, keluarga terpenting.
Yes, family is the most important.

Adakah dia paling rendah hati?
Is he most humble?
Tidak, dia tidak paling rendah hati.
No, he is not most humble.

Note: The word 'sekali' may also be used to denote an elative meaning synonymous with 'paling' and 'ter-,' however, 'sekali' follows the adjective instead of preceding it and means "very" or "extremely." Sekali is rarely used except in the state of Sabah. i.e. 'baik sekali' and 'besar sekali.' which mean "extremely good" and "very big."

Function: Asking about and describing objects, people, and their characteristics
Context: Getting to know someone

Scenario

You are waiting for the bus, when a man walks up to you. He says he has seen people like you before, dressed in white shirts and ties, and wondered who you were and what you were doing. He introduces himself as Ari, and asks who you are.

1. Practice: In pairs, get to know Ari by asking questions about him, his family and his background using the superlative. After introducing yourselves, Ari asks why the gospel is so important to you. Explain how the Church and its teachings bring the most happy feelings and experiences in life, and less sadness and negative experiences, using the superlative and any other grammar principles you have learned.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are teaching a recent convert to the Church, and he/she has some questions about what type of person Jesus Christ is. Using the superlative and any other grammar principles you have learned, explain to this member how Jesus Christ is the most perfect example of good attributes.

Ter- Prefix (Accidental Verbs and Completed Actions)

Ya,
Yes,
Tidak,
No,
(Adakah...?)
(Do/have…?)
(yes or no question marker)

Adam dan Hawa *Adam and Eve*		**ter +** *fell*	**jatuh**	**kerana** *because of*	**dosa mereka** *their sin.*
Tubuh kita *Our bodies* **Rancangan Keselamatan** *The Plan of Salvation* **Perintah Tuhan** *God's commandments* **Kejatuhan** *The fall*	**(tidak)** *not*	**ter +**	**cipta** *created* **dapat** *found* **jadi** *happened/occured* **tawa** *laugh* **lupa** *forgot* **tipu** *tricked* **paksa** *forced*	**dari** *from/of* **sebab** *because of* **di atas/dalam** *upon/inside* **agar/supaya** *so that*	**daging dan tulang** *flesh and bone* **Korban Tebusan** *atonement* **godaan** *temptation* **kitab suci** *scriptures* **Taman Eden** *Garden of Eden* **kita boleh dilahirkan** *we could be born* **kita boleh datang dan menerima tubuh** *we could come and receive a body.*

Rancangan Penyelematan terdapat di dalam kitab suci?
Is the Plan of Salvation found in the scriptures?
Ya, Rancangan Penyelematan terdapat di dalam kitab suci.
Yes, the Plan of Salvation is found in the scriptures.
Tidak, Rancangan Penyelematan tidak terdapat di dalam kitab suci.
No, the Plan of Salvation is not found in the scriptures.

Note: ter- affixed to verbs to show a completed state or an unintentional completion of an action.
It is important to remember that 'ter-' has four primary functions in Malay, thus it is important to remember that not every root preceded by the prefix 'ter-' will result in an accidental verb or completed action.

Function: Asking about and describing actions and events
Context: Teaching about the Plan of Salvation

Scenario

You are sitting on the train, when a man sits down next to you. He says he has seen people like you before, dressed in white shirts and ties, and he wonders about his purpose in this life. He introduces himself as John and asks, “What is the purpose of this life?”

1. Practice: Working in companionships and using the Ter- prefix (verbs-accidental and completed action), plus any other grammar and vocabulary they may know up to this point, teach about the plan of salvation with one missionary taking the role of the investigator and the other one the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You have been meeting with a less active family. They are confused about the Plan of Salvation. They have a lot of questions about Adam and Eve. Explain about the Fall and bear your testimony about the Plan of Salvation.

Se- Prefix (Numerical Classifiers)

Joseph Smith *Joseph Smith*	**(ialah/adalah)** *(is)*		**seorang** *a*	**nabi Tuhan.** *prophet of God.*
Ya, *Yes,* **Tidak,** *No,* **(Adakah...?)** *(Do/have…?)* *(yes or no question marker)*	**Yohanes** *John* **Kitab Mormon** *The Book of Mormon* **Lehi** *Lehi* **Alma** *Alma* **Raja Benyamin** *King Benjamin*	**melihat** *to see* **menulis** *to write* **menterjemahkan** *translated* **(bukan)** *(not—for nouns)*	**se +**	**jilid** *a/an (book)* **batang** *a/an (something cylindrical)* **buah*** *a/an (large square objects)* **ekor** *a/an (animal)* **suatu*** *a/an (abstract)* *(do not add se-)*	**kitab suci** *a book of scripture* **pokok** *tree* **penglihatan** *vision* **malaikat** *angel* **pengkhutbahan** *Sermon* **lembu** *cow*

Adakah Yohanes seorang rasul Kristus?
Was John an apostle of Christ?
Ya, Yohanes ialah seorang rasul Kristus.
Yes, John was an apostle of Christ.

Adakah Lehi melihat seekor kuda dalam penglihatan dia?
Did Lehi see a horse in his vision?
Tidak, Lehi melihat sebatang pokok dalam penglihatan dia.
No, Lehi saw a tree in his vision.

Buah	Used to classify large, indefinite sized objects	cars, computers, desks, buildings etc.
Batang	Used to classify long, rod-like objects	pens, sticks, pencils, etc
Ekor	Used to classify any kind of animal life.	tigers, snakes, monkeys, etc
Suatu	Describes intangible and abstract things/ideas	a method or way, an idea or concept, a theory, etc.
Biji	Used to classify fruits and small round objects	eggs, fruits, marbles, etc.
Helai	Used to classify thin wide objects	leaves, clothes, paper, cloth, etc.
Keping	Describes multiples things that are thin and the same shape	bread, photographs,plates, etc
Jilid	Used to classify a book or volume of books	book, encyclopedia, etc.

Note: To count beyond one, drop the seprefix and use a number; eg: "dua jilid kitab suci" means "two (sacred) books, or two volumes of scripture."

Function: Asking about and describing actions and events
Context: Teaching about scripture stories

Scenario

One of your investigators has a question about faith, what is faith? And what can he do to increase his faith? You decide to share a story from the scriptures with him.

1. Practice: In pairs, one missionary will take the role of the investigator and the other will fill his role as the missionary. Practice discussing a scripture or a passage about faith (Alma 32).

2. Re-practice: Choose another scripture or passage about faith and explain more to your investigator.

Additional Scenario(s)

You are teaching the restoration to Mos. Using the Se- Prefix and any other grammar principles explain about the First Vision and the Book of Mormon.

Telling Time and Day of the Week

Kita *We*	**(boleh)** *can*	**bertemu lagi** *meet again*	**pada hari** *on*	**Isnin** *Monday*	**pada** *at*	**pukul** *hour*	**tujuh** *seven*	**petang** *evening*
Ya, *Yes,*	**Saya** *I*	**(dapat)** *to be able to*	**datang lagi** *come again*	**pada hari** *on Monday*	**Isnin** *Monday*	**pada** *at*	**pukul** *hour*	**empat** *four*	**pagi** *morning*
Tidak *No,*	**Kamu** *You*	**(tidak boleh)** *cannot*	**jumpa lagi** *meet again*		**Selasa** *Tuesday*			**lima** *five*	**petang** *evening*
Bolehkah? *May/Can…?*	**Dia** *He*	**(tidak dapat)** *cannot*	**datang ke gereja** *come to church*		**Rabu** *Wednesday*			**enam** *six*	**malam** *night*
	Kami/Kita *We*				**Khamis** *Thursday*			**tujuh** *seven*	**tengah hari** *mid-day*
	Mereka *They*				**Jumaat** *Friday*			**sembilan** *nine*	
					Sabtu *Saturday*			**dua belas** *twelve*	
					Ahad/Minggu *Sunday*				

Bolehkah kita jumpa lagi pada hari Selasa pada pukul tujuh malam?
Can we meet again on Tuesday at 7 pm?
Ya, kita boleh jumpa lagi pada hari Selasa pada pukul tujuh malam.
Yes, we can meet on Tuesday at 7 pm.
Tidak, kita tidak boleh jumpa pada hari Selasa pada pukul tujuh malam.
No, we cannot meet on Tuesday at 7 pm.

Note: Pukul literally means hit, but is commonly used to tell time. The word jam means hour(s). To say more specific times like 5:15, refer to the time by minute i.e. pukul lima lima belas. 'Setengah' is the word for half and is commonly used to denote the half-hour in time telling, i.e. 5:30, pukul lima setengah.

Note: the use of pagi, tengah hari, petang and malam is approximately as follows:
4-11 A.M. Pagi *11 A.M. -1 P.M. Tengah Hari* *1-7 P.M. Petang* *7 P.M. -4 A.M. Malam*

Function: Asking and answering questions of time, date, and location
Context: Making an appointment

Scenario

You and your companion just met Nata on the bus. She is interested in learning more about the church. Try to set up a time for you to meet with her. She is very busy.

1. Practice: In pairs, with one missionary taking the role of Nata and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, set up an appointment to meet with Nata.

2. Re-practice: Switch roles, and rotate practice companions and repeat the activity a second time.

Additional Scenario(s)

You met Paryoto on the bus. He is interested in coming to church. Tell him when church is and then, set up a time to meet with him and teach him more about the gospel.

Sister Movina brought her friend Tina to church and has asked you to set up an appointment so that you can teach her.

Expressing Days and Months

Kamu	(akan)	dibaptiskan	pada (tarikh)	dua puluh lima	hari bulan	Ogos
You	*will be*	*to be baptized*	*on (date)*	*twenty-five*	*(day of month)*	*August*

Ya
Yes,
Tidak
No,
Bila?
When
Bolehkah?
Can/May…?

Saya
I
Dia
He/She
Bapa kamu
Your father
Ibu kamu
Your mother
Presiden Monson
President Monson
Gereja ini
This church

sudah
already
mahu
want

dilahirkan
to be born
dibangun
to be established

pada
on

dua puluh satu
21
enam
6
lapan belas
18
tiga belas
13
sepuluh
10
sembilan belas
19
empat
4

hari bulan
day of month

Januari
Februari
Mac
April
Mei
Jun
Julai
Ogos
September
Oktober
November
Disember

President Monson dilahirkan pada dua puluh satu hari bulan Ogos?
President Monson was born on the 21st of August?
Ya, President Monson dilahirkan pada dua puluh satu hari bulan Ogos.
Yes, President Monson was born on the 21st of August.
B. Tidak, President Monson tidak dilahirkan dua puluh satu hari bulan Ogos.
No, President Monson was not born on the 21st of August.

Malaysians always say day/month/year. Also, Malaysians often will say the number of the month instead of the name of the month.

Function: Asking and answering questions of time, date, and location
Context: Invitation to be baptized

Scenario

You are teaching Essau and his family. You just finished teaching them about the importance of baptism. Invite him to be baptized and set a specific date.

1. Practice: In pairs, with one missionary taking the role of Essau and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, invite Essau and his family to be baptized.

2. Re-practice: Switch roles, and rotate practice companions and repeat the activity a second time.

Additional Scenario(s)

Write a note to the bishop to be read during the beginning of sacrament meeting announcing three different upcoming baptismal dates for your investigators Som, Nanda, and Essau and his family.

You are discussing investigators at a district meeting. Your district leader asks if any of your investigators have a baptismal date. Tell him when Salli, Kalika, Juni, and Sirvien will be baptized.

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

Missionary Training Center